

Special Education (SPED)

Courses

SPED 3300 Introduction to Exceptional Children: 3 semester hours.

Basic theories and concepts related to identification and classification of exceptional children and youth.

SPED 3301 Psychology of Cognitive Disorders: 3 semester hours.

An introduction to the psychology of mental retardation in children and youth.

Prerequisites: SPED 3300 or SPED 3003.

SPED 4300 Psychology of Behavior Disorders: 3 semester hours.

An introduction to various theoretical aspects of children with mild emotional problem to severe behavior disturbances.

SPED 4301 Language and Communication Problems: 3 semester hours.

An overview of particular communication problems as they relate to the verbal, nonverbal, expressive, and receptive language skills of the exceptional learner.

SPED 4302 Psychometrics for Exceptional Children and Youth: 3 semester hours.

An overview of Legal implications of the assessment of children exhibiting the characteristics of behavior disorders, learning disabilities, and/ or intellectual disabilities.

SPED 4303 Consultation: 3 semester hours.

Models of consultation; interpersonal communication skills; problem-solving approaches; effective interaction with colleagues, paraprofessionals, and parents; transitional mandates; and planning/conducting in-service training for professionals.

SPED 4311 Methods for Teaching Exceptional Children: 3 semester hours.

The study of: instructional strategies for teaching children and youth with intellectual, behavioral, and/or learning disabilities; organization of special classes; and curriculum adaptations. Includes 15 clock hours of field-based experiences with exceptional learners.

Prerequisites: SPED 3300 or SPED 3003.

SPED 4312 Practicum: 3 semester hours.

A field-based experiences involving exceptional learners in the classroom. Activities include 15 clock hours of classroom observation, concepts, and skills associated with referrals of classroom problems, tests, and evaluation procedures.

Prerequisites: SPED 3300 or SPED 3003.

Co-requisite: SPED 4311.

SPED 5320 5320 Special Education Seminar: 3 semester hours.

A seminar designed to investigate contemporary issues in the area of special education as well as to increase the students' familiarity with current literature and knowledge in the field.

SPED 5321 Survey of the Exceptional Learner: 3 semester hours.

An in-depth study of the various types of exceptional learners and their educational needs.

SPED 5322 Diverse Learners in Inclusive Settings: 3 semester hours.

Designed to provide the learner with an overview of various tests, learning characteristics and etiology of the student with multi-sensory learning needs.

SPED 5323 Language and Communication Problems: 3 semester hours.

An overview of particular communication problems as they relate to the oral language skills of the exceptional learner.

SPED 5324 Methods for the Exceptional Learner with Multisensory Needs: 3 semester hours.

Deals with problems of instruction, methods of teaching students with multi-sensory learning needs and curriculum development for the exceptional learner.

SPED 5326 Individual Testing of Exceptional Children: 3 semester hours.

Designed to provide the opportunity for students to experience and develop a descriptive orientation through assessments for the exceptional learner.

Prerequisites: SPED 5321 or SPED 5213.

SPED 5327 Learning Theory: 3 semester hours.

An in-depth study of the various learning theories and an analysis of systematic approaches to learning.

SPED 5328 Curriculum Adjustment and the Exceptional Child: 3 semester hours.

The experience of altering traditional curricula to mesh with the individual multisensory learning needs of the exceptional learner.

SPED 5331 Assessment and Instructional Methods for Gifted and Talented Students: 3 semester hours.

This course covers a broad spectrum of diverse disabilities, challenges, gifts, and talents. The course is an overview of the intellectual and developmental characteristics of the gifted and talented as well as an introduction to identification techniques, instructional approaches, educational programs, and special services. The course focuses on classroom educational practices designed to meet the unique needs of gifted and talented students. Historical, legal, and conceptual foundations of gifted education are examined as well as current research relevant to the education of gifted learners.

Prerequisites: SPED 5326 or SPED 5263.

SPED 5332 Assessment, Diagnosis, and Prescription: Professional Practice: 3 semester hours.

Designed to highlight multiple types of formal and informal non-biased assessments and data used for a variety of educational decisions—eligibility, IEP objectives, manifestation hearings, instructional accommodations, placement, monitoring progress, etc. This course delineates federal, state, and local laws, procedures, policies, and standards related to understanding the legal and ethical principles of authentic assessment and cross-battery assessment in today's schools. Ethical issues related to assessment, placement, medication, orientation, and gender biases will be investigated. The role of the professional organizations (CEC) with regards to Code of Ethics and other standards and policies of the profession will be explored. Prerequisites: SPED 5326 or SPED 5263.

SPED 5334 Practicum: 3 semester hours.

Direct experience with children referred to the special education laboratory for testing and evaluation. These referrals are related directly to public school problems.

SPED 5335 Diagnostic and Prescriptive Techniques for Exceptional Learners: 3 semester hours.

Designed to familiarize the learner with the administration, scoring and instructional implications of individualized testing designed for the exceptional learner.

Prerequisites: SPED 5321 or SPED 5213 and (SPED 5326 or SPED 5263) and (SPED 5328 or SPED 5283).